Lesson plans

English

Level 5

Term 4

Lesson plans

English

Level 5

Term 4

Level 5 Term 4 Week 1	Lesson Plan

Communication	Reading	Writing	Assessment
• Vowel diagraphs (story listening) • Homonyms	• Text "Giant thunder" • Moving on • Text "Mountains in Pakistan	• Starting points 'Study skills'	None

Level 5 Term 4 Week 1 Day 1	**Lesson Plan**

Objective: The learners will be able to
- Read and enjoy poem
- Read and comprehend

Skill: Poem reading

Topic: Giant thunder

Material: Essential English, board

Procedure:
Ask from Students,
- If they have ever heard any story about a giant?
- How it looks like?
- Prepare class for reading a 'giant poem'

Poem page 74:
- Talk about the picture and the writer of the poem
- Write the topic on the board.

Poem Reading: in pairs
- Students will do the reading and discuss with their partner about the poem.

Explanation and Discussion: Teacher will explain and discuss about the poem with students.

Moving on: Teacher will ask questions from 'moving on'

Feed back:

Level 5
Term 4
Week 1
Day 2

Lesson Plan

Objective: The learners will be able to
- Answer the questions
- Know the concept of Dewey system

Activity: Written work

Material: Essential English, class work copy

Procedure: Teacher will ask few questions about the previous text.

Starting points: page 74
Teacher will first do the oral Q/A from Students then write on the board and Students will copy in class work copy.

Dewey System: page 75
- Distribute the books and ask Students to study the chart
- Teacher will discuss and will give the concept of "Dewey System"
- Teacher will help Students in giving the answers of the questions orally.

eed back:

Level: 5		
Term: 4	Lesson Plan	Communication
Week: 1		
Day: 3		

1. **Objectives:** The learners will be able to:
   - Say the sound of vowel diagraphs
   - Practise writing and spelling the key words
2. **Function:** Practising the sounds and spelling
3. **Activity:** Story listening from the cassette
4. **Material:** Worksheet (**Vowel Diagraphs**), Cassette Player, Chart

5. Procedure:

a. Explain to your students that

"Diagraph is completely new sound of two consonants sounds"
(sh, ch, wh)

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Practice with your students by pronouncing properly and give choral drill.

food , spoon , boots , cook , hook , foot , August , autumn , Paul , paw , yawn , saw

c. Story Time

- Prepare your class that they are going to hear a story about **a fishing trip**. They should pay attention to the story listening.

1st Listening

- Play the recording of the story and students just listen. (From ___ ***It is the end of August*** to ___ ***Every thing is your favourite food.***)
- Take simple feedback asking two or three questions.

2nd Listening

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students should write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student reads only one paragraph at a time, so that many students could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up:

"Write the key words in your Exercise copy"

7. Free Writing: .... 5 Mins

1. **Objectives:** The learners will be able to:
   - read with comprehension
   - read and find the facts.
2. **Skill:** Reading comprehension.
3. **Topic:** Mountains in Pakistan.
4. **Material:** Text page (**Mountains in Pakistan**), worksheet. (T: 4, W: 1 : D: 4)

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5. **Procedure:**

a. Talk about mountains.
   - **What are famous mountains of Pakistan?**
   - **Do you know about the highest peak of Pakistan or the world?**
   - **Had you ever climbed the mountain?**

b. **Text page.**
   Ask them to:
   1. **Underline the names of mountains.**
   2. **How many paragraphs are there in the text?**
   3. **Put numbers on each paragraphs.**

c. **Worksheet (pair work)**
   Task 1. Matching the heading with the paragraph.
   Task 2. True / False
   (Ask about the right facts for false statements)
   Task 3. Finding the facts.
   Task 4. Reading aloud and questions for comprehension check.
   (As questions orally as many as you can)

6. **Follow up:**
   Write four questions on the board about the text.

Level: 5
Day :

1. **Objectives:** Learn how to socialize.

2. **Function:** Making social contacts.

3. **Activity:** Dialogue delivery.

4. **Material:** Worksheet. T: 4, W: 1, D: 5

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5. **Procedure:**

a. Prepare your class for the delivery of dialogues. Ask what language they use when they meet someone from neighbour.

b. **Dialogue Practice.**

- Ask them to open the Worksheet.
- Call one student whose accent of English is fine. Exchange the dialogues in Role – play.
- Call another student to say the dialogue in Role - play. This time you read second person's lines.
- Be particular for rising and falling tone and the contraction. Highlight this point to the students.
- Divide the class in groups.
- Two groups exchange the lines, taking one person from each group.

c. **Further practice.**

- Each group writes his own dialogues, changing the name of persons, situation and the activity they are going to play.
- Two persons from each group come forward and present their created situation in Role – play.

6. **Follow up:**

Write a set of dialogues on any situation for socialization.

Level: 5
Day:

1. **Objectives:** - to familiarize students with various **homonyms.**
2. **Function:** Using the vocabulary efficiently.
3. **Activity:** Word game.
4. **Material:** Cards with a pair of homonyms on each. T: 4, W: 1, D: 5

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5. Procedure:

a. – Prepare a number of cards and write Homonyms on each card. Put those cards on the table, upside down.

- Explain to your students that:

  - **"Homonym is a word which is pronounced same like another but has a different meaning. (Here, Hear)**

- Write the above definition on the board or on chart paper to display on the board.

b. Activity.

- Divide the class in two teams. Draw two columns on the board for their score.
- One student from each team takes one card from the inverted pile and uses the homonyms in his or her own sentence. One point for each correct sentence is given to the team. If the card has three words, then the student has a choice of choosing any two.
- If a student fails to construct sentences, their chance is given to the next team. If the student makes one sentence out of two words, then team gets half mark (1/2).

Sample of card	***St's sentences***
Hear **Here**	**I hear a bird singing.** **My book is here. Yours is there.**
There **Their** **They're**	**There is a blue car.** **Their car is green.**

List of Homonyms

road / rode	waist / waste	red / read	to / two / too
chord / cord	Reed / read	bear / bare	way / weigh
week / weak	beet / beat		missed / mist
sent / scent / cent	sale / sail		dear / deer
seen / scene	Loan / lone		some/ sum
seem / seam	wait / weight		hair / hare
flower / four	steak / stake		see / sea
our / hour	piece / peace		so / sew
meat / meet	led / led		one / won
principal / principle	wood / would		pair / pear
son / sun	bye / buy / by		mail / male

Note: You can add more words in the list if you like.

6. Follow up: Write any five homonyms and their sentences.

Level 5
Term 4
Week 2

Lesson Plan

Communication	Reading	Writing	Assessment
• Same letters but different sounds • Pronunciation • Diphthongs (activities)	• Text "Welcome to Australia"	• Structure exercise (simple present)	Yes

Level: 5
Day:

1. **Objectives:** To aware of the format of a letter between friends.

2. **Skill:** Reading comprehension.

3. **Topic:** Welcome to Australia.

4. **Material:** Worksheet, Text page *(Welcome to Australia)* T: 4 : W: 2, D: 1

5. Procedure:

a.
- Talk about continents and ask about the location of Australia. If they are not clear, then show them a world map or a globe.
- Ask if they know about anything which is famous for Australia. (*Kangaroo*)

b. **Text page**
- Ask questions about the format of the text.
  - **Is it a story, description or what?** *(Letter)*
  - **When was it written?**
  - **Who is writing to whom?**
  - **Guess, where Swee Lan lives?**
  - **Underline the places, mentioned in this letter.**
- Write the topic on the board.

c. **Worksheet (pair work)**

Task 1: Multiple choices
Task 2: Comprehension questions.

d. If time allows, have a Reading aloud session.

6. Follow up:

Write some of the places where you can take your friend for a visit who is coming from somewhere out of Pakistan.

Level: 5

Day:

1. **Objectives:** The learners will be able to:
   - Use the verb as third person singular
2. **Function:** Practicing the use of simple present as singular
3. **Activity:** Structure exercise **(Present Simple Positive)**
4. **Material:** Worksheet **(Structure exercise)** T: 4, W: 2, D: 2,

5. Procedure:

a. Ask them to tell you five things which they do in their routine. Take oral responses.

e.g. I daily …………

b. **Worksheet.**
   - Ask them to read the sentences.
   - Discuss the pictures.
   - Make pairs and ask them to do the Tasks

c. **Feed back.**
   It should be taken, column wise.
   Such as ------one pair tells the airhostess sentences and the other reads receptionist's sentences and so on.

d. If time allows ask them to write about the works of the following professions. Make groups and assign them jobs – one for each.

He is a doctor.
She is a nurse.
He is a carpenter.
He is a waiter in a hotel.

6. **Follow up:**
   Select few jobs and ask them to write about those; what they do.

Level 5
Term 4 **Lesson Plan**
Week 2
Day : 3

Objective: The learners will be able to

- Learn the different sounds with same letters
- Differentiate between the long 'o' and short 'o' sound

Skill: Recognizing the sound

Activity: Written work

Material: Essential English, class work copy

Procedure:

- Teacher will ask Students to give some words that have 'ough' in them and write them on the board.
- Now teacher will explain the concept of different sounds with same letters (ough)

Essential English page 76: (Task 1) "Some letters but different sound"
Distribute the books and help Students in doing task 1 in the book only.

Task 2: 'Pronunciation' page 76

- Teacher will elicit the long and short 'o' sound words and will write them on the board.
- Teacher will ask Students to open page 76 and will help students doing task 2 in the book first then is class work copy.

Follow up: Write three short and three log 'o' sound words

Level: 5 Term: 4 Week: 2 Day: 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - say the sounds of **Diphthongs**
   - distinguish the words by listening
2. **Function:** Practising to write and spell the key words
3. **Activity:** Phonic Tasks
4. **Material:** Worksheet

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5. Procedure:

a. Write the Diphthong letters and their words on the board. Pronounce the sound of these letters properly and students repeat after you.

b. **Worksheet**

Task 1: You say the following words and students write the missing words

cloud ,	**house ,**	**mouse**
clown ,	**cow ,**	**owl**
oil ,	**coin ,**	**point**
joy ,	**boy ,**	**toys**

Task 2: You say the following words and students circle the right word.
1. Horse , 2. point, 3. cone , 4. owl , 5. coin , 6. dawn , 7. joy 8. toys , 9. cloud

Task 3: Write words which have following letter sounds.
oi ow oy oi

Task4: Ask them to find six words in the circle and write those words.

Task 5: You read the following story and students write the missing letters of the words.

The boy has some toys in his house.
The boy has a clown and a cow.
The clown plays with a mouse.
The cow plays with an owl.

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

7. Free writing: .... 5 Mins

Level 5 Term 4 Week 3	Lesson Plan

Communication	Reading	Writing	Assessment
• Vowel Diagraphs (activities) • Story listening from the cassette (Doctor De Soto)	• Text "The snow Goose" • Moving on	• Starting points • Book inspection • Dialogue writing "Hare and the Tortoise"	None

Level 5
Term 4
Week 3
Day 1

Lesson Plan

Objective: The learners will be able to read and follow the story

Skill: Reading comprehension

Topic: The snow goose

Material: Essential English, picture/drawing of goose

Procedure:
Warm up Q/A: Ask Students to tell some names of birds.
Have you ever helped any animal or a bid?
Prepare your class for reading a story of a bird.

Essential English page 80:
Distribute the books and ask Students to do the reading in pairs while teachers will write the meanings of difficult words on the board.

Discussion and explanation: Teacher will discuss and summarize the story with Students.

Moving on: page 81
After finishing the story ask questions from 'moving on'

Feed back:

Level 5 Term 4 Week 3 Day 2	**Lesson Plan**

Objective: The learners will be able to

- Fill in the blanks
- Inspect the fiction and non-fiction books

Activity: Written work

Material: Essential English, class work copy

Warm up Q/A:

- Teacher will ask few questions about the previous text
- Students will do fast reading in 5 – 7 minutes.

Starting points: page 80

- Students will solve the exercise in the book first and then copy in class work notebooks
- Teacher will help where needed

Book inspection: page 81

Teacher will ask students to open page 81
Divide the class into four groups.
Give half of the class "Fiction books" and the other "non fiction books:
Then students will follow the instructions & will do the exercise orally with teacher
Students should know the concept of fiction & non-fiction book.

Feed back:

Level: 5 Term: 4 Week: 3 Day: 3	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - Write dialogues
2. **Function:** Talking and challenging.
3. **Activity:** Conversion of story into dialogues.
4. **Material:** Worksheets (3) **'The hare and the tortoise story'**

5. Procedure:

a. - Tell your students that, Hare and the Tortoise Is a well known story. Ask them to tell the story briefly.
   - Give chances to only one or two student for telling the story.

b. **Worksheet.**
   - Explain the task and tell them that story is given here under each picture. Ask them to read the whole story themselves (silently).

     Task. Explain the task to them that they are supposed to write dialogues in speech bubbles. The dialogues should be relevant to the story, given under each bubble.
   - Divide the class in six groups. Assign speech bubbles to the groups.

   Such as...... Group no.1 writes for S. Bubbles 1, 2, 3, 4 and Group no. 2 write for 5, 6, 7, 8 and so on.

c. **Feedback.**
   - Ask each group to say their dialogues in role-play. Help them in vocabulary.

d. **Drama display.**
   - Ask them to improve their dialogues and make some changes in them. Give them some more time for the 2nd draft.
   - After that call each group, number wise to say their dialogues in role-play
     (from Group 1 to Group 6)
   - Repeat it more than once.

6. Follow up:

Rewrite the whole story again, using some dialogues in between.

Level: 5
Term: 4
Week: 3
Day: 4

Lesson Plan **Communication**

Objectives: The learners will be able to;
- say the sounds of consonant blends
- distinguish the words by listening

Function: Practising to write and spell the key words
Activity: Phonic Tasks
Material: Worksheet

Procedure:

Write the consonant blend and diagraph on the board. Pronounce the sound of these letters properly and students repeat after you.

Worksheet

Task 1: You say the following words and students write the missing letters.

food	**spoon**	**boots**
cook	**hook**	**foot**
August	**autumn**	**paul**
paw	**yawn**	**saw**

Task 2: You say the following words and students circle the right word.
1. food , 2. boots , 3. saw , 4. book 5. cook , 6. feet , 7. hook , 8. paw , 9. pool

Task 3: Unscramble the words and write them correctly.

Task 4: Write words which have the following letter sound.

Task 5: You read the following story and students write the missing letters of the words.

Paul is a cook.
Paul has a spoon in his paw.
He yawns.
The spoon falls on his foot.

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

7. Free Writing: .... 5 Mins

Level: 5

Day:

1. Objectives: The learners will be able to:,
- listen and follow the events of story.

2. Function: Developing listening skill and narrating a story.

3. Activity: Story listening from the cassette. (**Doctor de Soto**)

4. Material: Worksheets, Cassette and C.player. T: 4, W: 3, D: 5

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5. Procedure:

a. Prepare your students to listen to a story from the cassette. Check if they know the profession of a dentist.

b. Play the cassette in parts, as mentioned below. Ask them to do the task after listening to each part. Take feedback of each task one by one.

c. **Listening.**

- **Part 1.**
  From------- ***Dr. De soto, the dentist*** **----to----*They wouldn't admit even the most timid looking cat.***
  Task 1. Multiple choice. (tick the right answer)

- **Part 2.**
  From------*One day when they looked out* **-----to----*on his way home, he wondered if it would be shabby of him*** **———— *was done.***
  Task 2. True or false.

- **Part 3.**
  From -----*After office hours, Mrs. De soto*----to----*A minute later he was snoring*
  Task 3. Write.

- **Part 4.**
  From-----*The next morning, promptly at eleven* **----to-----*They kissed each other and took the rest of the day off.***
  Task 4. Complete the sentences.

d. If time allows, ask them to retell the story in their own words.

6. Follow up:

Write the story in your own words.

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Lesson Plan

Communication	Reading	Writing	Assessment
• Picture reading	• Text "All by myself" • Text "Robinson Crusoe'	• Similes 'metaphors'	Yes

Level: 5
Day

1. **Objectives:** - To read the story and follow the events.

2. **Skill:** Reading comprehension.

3. **Topic:** 'All by himself' myself

4. **Material:** Text page (All by **myself**), Worksheet. T:4, W:4, D:1

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5. **Procedure:**

a. Prepare the students to read a story of someone who __________. (guessing)
   - Walks with his hands and feet.
   - Is big in size.
   - Can drink the buckets of water.
   - Walks very slowly due to the weight.

   Clue: Has a long, big and fat nose.

b. **Text page.**
   Ask them to have a look at the page and underline the names of animals.

c. **Worksheet (pair work)**

   Task 1. Finding the information.
   Task 2. True / false
   (*Take the right facts for the false statements*)
   Task 3. Filling in the grid.
   Task 4. Matching with correct word.
   Task 5. Reading aloud.

Note: If time allows ask them to retell the story in their own words.

6. **Follow up:**
   Write the story in your own words.

Level:5
Day:

1. **Objectives:** The learners will be able to:
   - describe a place or narrate some event.
2. **Function:** Use the language spontaneously.
3. **Activity:** Picture reading.
4. **Material:** Pictures of some activities (10) T:4, W:4, D:2

5. Procedure:

a. Collect ten picture cuttings from the newspaper or any left over magazine. The pictures should show some sort of activity or activities and also it should be clear. You can use some family photograph as well.
b. Divide the class into groups, taking three members in each. Distribute the pictures, one picture to each group.
c. Ask them to discuss the picture among their group members. Help them in providing essential vocabulary. If they are narrating a story, they should give some names to the persons.
   Give them ten minutes for brain-storming.

d. **Picture Reading.**

   1st Cycle: One member of each group should stand up and show the picture to the whole class. Then he or she should describe the picture and its events.

   2nd Cycle: When the cycle is over, take all pictures back, shuffle them and distribute them again. This time give them five minutes for brain-storming. Ask the 2nd member of the group to say something about the picture.

   3rd Cycle: Repeat the 2nd Cycle and this time 3rd member of the group describes his or her picture.

6. **Follow up:**
   Choose any picture and write few lines about it.

Level: 5

Day:

Objective: The learners will be able to
- Complete the given similes
- Know the concept and use of metaphors

Activity: written work

Material: Essential English, class work copy

Procedure:
- Teacher explains to Students that some times we describe something by comparing it with another thing. We call these 'similes'
- Teacher will write the following on the board
  - As soft as _________ and will ask Students to think that is soft and then complete the blank. In the same way.
- Teacher will ask some more similes from Students.

Task 1 page 77: 'Similes'
Distribute the books and ask Students to do the task in the book only

Task 2: 'Metaphors'
- Teacher will write the following sentence on the board.
- The wind is a roaring tiger that has escaped from the zoo
- Ask students to tell the metaphor from the sentence. If they don't know the concept then explains them.
- Now do questions 2 of task 2 in the book only.

Written work: Teacher will write question 1 of task 2 on the board and Students will copy in class work notebook.

Follow up: Students will do (task 1) 'similes' in homework copy.

Level: 5

Day:

1. **Objectives:** The learners will be able to:
   - read and follow the story.
2. **Skill:** Reading comprehension.
3. **Topic:** Robinson Crusoe
4. **Material:** Text page (**Robinson Crusoe**), worksheet. T: 4, W: 4, D: 4

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5. **Procedure:**

a. Ask them about the means of traveling and write on the board.

e.g. We travel by ____________ **(road)**
____________ **(train)**
____________ **(air)**
____________ **(sea)**

Explain that traveling by sea is called voyage and the story they are going to read is about a voyage.

b. **Text page.**

Ask them to have look at the text page first and ask about:
- **The number of paragraphs,**
- **Writer of the book and story,**
- **Name of the book**
- **The person whose story is there in the book.**

(The Story is long, therefore students are not supposed to pay attention on each line. They just read for paragraphs and do the task)

c. **Worksheet (pair work)**

Task 1. Headings of the paragraphs. (*Fast reading*)
Task 2. True or False. (One statement is taken from each paragraph)
Task 3. Comprehension check.

Peer checking and feed back follows each task.

6. **Follow up:**

Write about one event of the story.

Level 5
Term 4
Week 5

Lesson Plan

Communication	Reading	Writing	Assessment
• Serial probability	• Text "Jabber wocky" • Moving on	• Starting point 'using context clues' • Making formal request (could / would) 'types of sentences'	None

Level 5 Term 4 Week 5 Day 1	**Lesson Plan**

Objective: The learners will be able to
- Read and understand the poem
- Answer the given questions

Skill: Reading comprehension

Topic: Jabber wocky

Material: Essential English, board, marker

Procedure: page 86
Preparation: Open book page 86 and observe and describe the picture

Pair reading: Ask Students to do the reading and tell them that there are some words that you may not understand

Explanation and Discussion: Teacher will discuss and explain the topic to Students.

Moving on: page 86
Now ask Students to try and give the answers of the questions from 'moving on'

Feed back:

Level 5 **Term 4** **Week 5** **Day 2**	**Lesson Plan**

Objective: The learners will be able to

- Answer the questions
- Give the meanings of the underlined
- Words according to the text

Activity: Written work

Procedure: Teacher wills also a few questions about the previous text

Starting points: page 86
Teacher will ask questions from 'starting points' orally from students then teacher will write on the board and Students will copy class work notebooks.

Using context clues: page 87
Distribute the books and ask 38 to read the sentences and try to give the meaning of the underlined words
Take help from teacher

Feed back:
Follow up: Write the meanings of the underlined words page 87

Level: 5

Day:

1. Objectives:	The learners will be able to: - make polite request - use the words **could / would** at appropriate situation.
2. Function:	Making offers and request politely.
3. Activity:	Structure exercises.
4. Material:	Worksheets (2) T: 4, W: 5, D: 3

5. Procedure:

a. Highlight the use of **would like, could, would** on the board with examples in context.
   - Take one structure at a time and its relevant task.

b. **Worksheet (pair work)**
   Task 1. (Would like) matching sentences.
   Task 2. Offers / invitation.
   Task 3. (could) Request to do something.
   Task 4. Revision (Would / could)
   Peer checking and feed back follows each task.

c. **If time allows then do the following.**
   Class is divided in two groups and exchange dialogues, making formal request or offer or invitation.

Student of Group A	**Student of Group B**
• Would you like to share your seat? • Could you ....?	Sure / yes, please / Never mind

6. Follow up:

How many times you make request to your mother? Write our sentences

Level: 5

Day:

Objective: The learners will be able to

- Differentiate between a statement, question and a command.
- Change the statements into questions

Activity: Written work

Material: Essential English, class work copy

Presentation: Teacher will write the following sentence on the board

- These are the bones for my dinner (statement)
    - Where are my bones? (question)
    - Bring me my bones. (command)
- Now ask Students to tell which sentence is a statement, a question and a command.
- Write on the board
- Explain the concept of these three.

Types of sentences: Open page 78 and ask students to do question 1 and 3 in the book only.

Written work: Do questions 2 and 3 in class work notebook

Follow up: Do question 1, page 78 in homework copy.

Level 5
Term 4
Week 5
Day 5

Lesson Plan

Objective: The learners will be able to

- Know the serial probability
- Now that some non-sense words looks like English words

Activity: Written work

Material: Essential English, class work copy

Procedure:

- Teacher will write some of the patterns on the board that are
    - Ice, ough, ite, ph etc
- Teacher will ask Students to make words that have these patterns e-g
    - Ice -------- notice
- Elicit some more words from Students.

Serial Probability: page 88
Distribute the books and do question 1 and 2 in the book first

Written work: Students will do questions in class work copy

Feed back:
Follow up: Students will repeat question 1 in homework copy.

Level 5
Term 4
Week 6

Lesson Plan

mmunication	Reading	Writing	Assessment
• Consonant diagraphs (Story listening) • Words ending in 'ate', 'ete', 'ite' and 'ise' • Dialect • Diphthongs (story listening)	None	• Chart reading (comparison)	Yes

Level: 5
Term: 4
Week: 6
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- say the sound of **Consonant Diagraphs**
- practise writing and spelling the key words

2. Function: Practising the sounds and spelling

3. Activity: Story listening from the cassette

4. Material: Worksheet (**Consonant Diagraphs**), Cassette, C. Player, chart

5. Procedure:

a. Explain to your students that

"Diagraph is completely new sound of two consonants sounds"
(sh, ch, wh)

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Practise with your students by pronouncing properly and give choral drill.

ship, sheep, cheese , chair. whale , white , phone , graph , thin , thick , this , that

c. Story Time

- Prepare your class that they are going to hear a story about an un usual whale – watching trip. They should pay attention to the story listening.

1st Listening

- Play the recording of the story and students just listen. **(From** ___***It's summer vacation the family is taking a trip ....to*** __ ***He explains, "Because it wanted to scratch its back"***)
- Take simple feedback asking two or three questions.

2nd Listening

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students should write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student reads only one paragraph at a time, so that many students could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words.

6. Follow Up: "Write the key words in your Exercises copy"

7. Free Writing:..............5 Mins

Level: 5

Day 1

1. **Objectives:** The learners will be able to
   - Read a chart, showing the graph of age and speed.
2. **Function:** Data reading for comparison.
3. **Activity:** Data reading and writing.
4. **Material:** Worksheets (2) T: 4, W: 6, D: 2,

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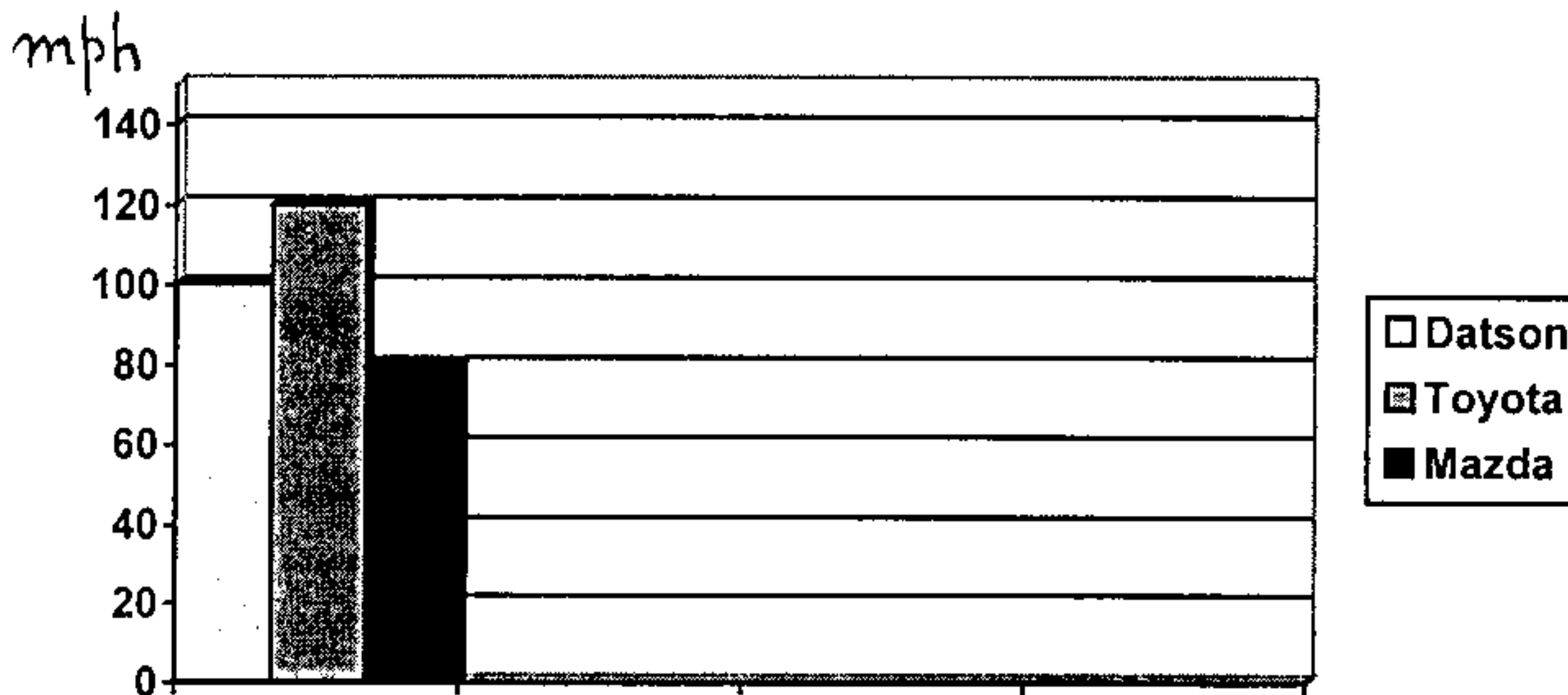
5. Procedure:

a. Prepare your class for chart or graph reading. Draw two or three bars on the board to show the speed and ask them to read.

- **Datson can run 100 miles per hour.**
- **Toyota runs 120 miles per hour.**
- **Mazda runs 80 miles per hour.**

b. - **Worksheet.**
   Chart A shows life spans of some animals.
   Chart B shows the top speeds of some animals.
   - Ask your students to read one by one (orally).

Chart A: Tortoise lives for hundred years.
Mouse can life only for three years.
Chart B: Cheetah can run 70 miles per hour and he is the fastest among all animals.

Task 1. Life span.
Task 2. Comparison.
Task 3. Speed.
Task 4. Comparison.

6. Follow up:

Select any task from the worksheet.

Level 5 Term 4 Week 6 Day 3	**Lesson Plan**

Objective: The learners will be able to

- Complete and write the correct word according to the definition
- Know the concept of dialect

Activity: Written work

Material: Essential English, class work copy

'rocedure: Teacher will write the following on the board

Ate, ete and ite

Ask Students to make some words that ends with these letters. Write the words on the board.

Essential English: (Task 1) page 82

Distribute the books and help Students in doing the task in the book first and then in class work copy.

Task 2: Dialect 'page 83'

Ask Students to open page 83 and read the sentence the man and the woman is saying. Along with this tell them that they are saying different sentences having same meaning. They belong to different places.

Now give them concept of dialect

Do page 83 orally.

Level: 5 Term: 4 Week: 6 Day: 4	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- say the sound of Diphthongs
- practise writing and spelling the key words

2. Function: Practising the sounds and spelling

3. Activity: Story listening from the cassette

4. Material: Worksheet (**Diphthongs**), Cassette, C. Player, chart

---

5. Procedure:

a. Explain to your students that

"Diphthong is a combination of two different vowel sounds which is pronounced quickly "

e.g. ou .... colour , oy .... boy

b. Keywords

-Write the key words on a chart paper and display it on the board.

- Practise with your students by pronouncing properly and give choral drill.

cloud , house , mouse , clown , cow , owl , oil , coin , point , joy , boy , toys

c. Story Time

- Prepare your class that they are going to hear a story about what Sam and Kate do when they are home alone. They should pay attention to the story listening.

1st Listening

- Play the recording of the story and students just listen. (From ___*Mom and dad are not* home. to ___ *It tells how to be a clown with no oi*l.)
- Take simple feedback asking two or three questions.

2nd Listening

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students should write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student reads only one paragraph at a time, so that many students could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words

6. Follow Up: "Write the key words in your Exercise copy"

7. Free Writing: ....5 Mins

Level 5
Term 4 **Lesson Plan**
Week 7

Communication	Reading	Writing	Assessment
• Describing the condition to the doctor. • Hard and soft – c, g (story listening) (Activities)	• Structure exercises (countable/uncountable nouns)	• Writing a story. • Looking back 'looking forward'	None

Level: 5

Day:

1. **Objectives:** The learners will be able to:
   - describe the state of illness to the doctor.
2. **Function:** Describing the condition to the doctor.
3. **Activity:** Conversation between doctor and patient.
4. **Material:** Worksheets (2) T: 4, W: 7, D: 1

5. Procedure:

a. Ask from your students how they feel when they are not well or sick.

b. Tell them they should suppose as if they are sick and want to see a doctor.

c. **Worksheet.**
   - Call a student for role and say the lines of the patient and you say the lines of the doctor.
   - Then call another student and you say the lines of patient.
   - Then call two students for role-play. Give chances to more students for practice.

d. **Further practice.**
   - Divide the class in groups and assign them different situations given in the worksheet. They write the same dialogue, replacing the underlined words and some more related changes.
   - The group members come forward for role-play.

e. If time allows, ask them to say the dialogues without looking at the worksheet.

6. Follow up:

Suppose you are not well. Write a conversation between you and the doctor.

Lvel: 5 Trm: 4 Week: 7 Dy: 1	**Lesson Plan**	**Communication**

Objectives: The learners will be able to:
- say the sound of **hard and soft c , g**
- practise writing and spelling the key words

Function: Practising the sounds and spelling

Activity: Story listening from the cassette

Material: Worksheet (**hard and soft c , g**), Cassette, C. Player, chart

5. Procedure:

a. Write few examples of hard and soft sounds of **c and g**

b. **Key Words.**
Write the key words on a chart paper and display it on the board.
Practise with your students by pronouncing properly and give choral drill.

cat , cone ,cub , ice , circus , cymbals ,game ,goat , guitar , cage , giraffe , gymnastics

c. **Story Time**
- Prepare your class that they are going to hear a story about a **fabulous circus**. They should pay attention to the story listening.

1st Listening
- Play the recording of the story and students just listen. ***(From __Summer vacation is over.... to __May be you will have a treat, too.)***
- Take simple feedback asking two or three questions.

2nd Listening
- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students should write on the worksheet.

d. **Feedback**
Ask them to read their story aloud. One student reads only one paragraph at a time, so that many students could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up: "Write the key words in your Exercise copy"

7. Free Writing: ....5 Mins

Level: 5
Day:

1. **Objectives:** To grasp the structure.

2. **Skill:** Structure practice.

3. **Topic:** Countable and Uncountable nouns.

4. **Material:** Worksheet ***(Countable and Uncountable nouns)***

5. Procedure:

a. - Write few examples on the board and discuss each with their definitions.

Table	**Ahmad**	**Army**	**Sugar**	**Happiness**
(Common noun)	*(Proper noun)*	*(Collective noun)*	*(Material noun)*	*(Abstract noun)*

- Highlight the material noun.

b. Worksheet.

Task 1. Explain the concept of countable and uncountable nouns, as given in the worksheet.

Task 2.

c. Oral production.

- Make to lists of countable and uncountable nouns on the board. Take some words from the worksheet and add some more.

- Ask them to say one by one, using the words in the sentences.

' I have <u>some</u> sugar.'

- In second round ask them to take two words in one sentence – one countable and one uncountable noun.
-

' I have many apples and some sugar.'

6. Follow up.

Write about some of the things, found in your mother's kitchen.

Level: 5 Term: 4 Week: 7 Day: 3	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - say the hard and soft c and g sound words.
   - distinguish the words by listening
2. **Function:** Practising to write and spell the key words
3. **Activity:** Phonic Tasks
4. **Material:** Worksheet

5. Procedure:

a. Write the example words on the board. Pronounce the words properly and students repeat after you.

b. **Worksheet**

Task 1: You say the following words and students write the missing words

1. Cat	**cone**	**cub**	**(hard)**
2. Ice	**circus**	**cymbals**	**(soft)**
3. Game	**goat**	**guitar**	**(hard)**
4. Cage	**giraffe**	**gymnastic**	**(soft)**

Task 2: You say the following words and students circle the right word.
1. **Ice, 2. cat, 3. circus, 4.goat, 5. gymnastic, 6. cake, 7. game, 8. skyscraper, 9. giraffe.**

Task 3: Put the following words in their family groups.

Task 4: Tell them they are gong to listen a story about a Circus. You read the following story and students write the missing letters of the words.

Look! A circus!
A cat is riding a bicycle.
A giraffe and a goat are playing a game.
A clown has a guitar. His monkey has cymbals.

(A cymbal is a piece, with two metal plates , joined together , to produce a type of clanging sound)

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

7. Free Writing: .... 5 Min

Level: 5 Term: 4 Week: 7 Day: 4	**Lesson plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - narrate events of a story.
2. **Function:** Narrating events and describing the situation.
3. **Activity:** Picture exploitation.
4. **Material:** Worksheets (Mysterious eyes)

---

5. Procedure:

a. Prepare your class for story writing.

b. **Worksheet.**
   - Ask them to have a look at the pictures and give names to the children. Ask general questions to know what idea they have developed about the picture.
   - You can also tell the story briefly.

c. **Procedure.**
   1. Divide the class in six groups.
   2. Ask them to give numbers to the picture (from left to right) and assign each picture to the groups. Give them some time to discus the given picture with their group members.
   3. Ask questions about their picture and see how they feel about it.
   4. Ask them to think what the mysterious eyes are! Write the clues on the board. Such as:

Picture 1.
- **Children (names) playing with a ball.**
- **kicked hard.**
- **going high.**

d.Writing

After having discussion leave the supporting points there on the board. Ask the groups to write a story with their own ideas. They should also think of a good title for the story.

e. **Feed back from each group.**

6. Follow up:

Make up a story "The door" from Ess Eng p# 85

Level 5 Term 4 Week 7 Day 5	Lesson Plan

Objective: The learners will be able to

- Memorize the past events of their lives
- Write a paragraph about their past

Activity: Written work

Material: Essential English, creative writing

Procedure:
Teacher will prepare Students that I will tell you a funny thing I did when I was a child.
Then teacher will tell what happened to Students
Now teacher will ask Students to share their good and bad memories to the class.

Written work:
Distribute the books page 84 to Students and ask them to choose any one of the topic from task 1 (looking back) and write a paragraph about it in creative writing copies.

Feed back:
Follow up: Write the answers of any three questions from task 2 (looking forward) in home work copy.

Level 5
Term 4 **Lesson Plan**
Week 8

Communication	Reading	Writing	Assessment
• Consonant diagraphs (activities) • Structure exercise (Regular and irregular verbs)	• Text 'Braille'	• Glossary of useful words • Story writing • Essay "A great scientist"	Yes

Level: 5

Day:

1. **Objectives:** The learners will be able to:
   - read and understand.
2. **Skill:** Reading comprehension.
3. **Topic:** **'Braille'**
4. **Material:** Text page(**Braille**), worksheet. T: 4, W: 8, D: 1

---

5. **Procedure:**

a. Ask about blind people and check how much information they have about them.

b. Text page.
   - Talk about the picture and the dots.

c. Worksheet (pair work)
   Task 1. Finding information for the gaps.
   Task 2. Comprehension check (questions and answers)
   Peer checking and feed back follows each task.

d. Task 3 (group work)
   - Help them in writing words. Ask them to read and re-read the text to follow the task.
   - You can add more words in the list of writing in Braille.

6. **Follow up:**
   Repeat Task. 3.

ˏevel 5 Term 4 Veek 8 Day 2	**Lesson Plan**

)bjective: The learners will be able to

- Match up the definition with their words
- Write a story

ivity: Written work

'tion: Matching

ial: Essential English, blank pages

:edure: Teacher will ask Students to give the definitions of the following words Noun, adjective, adverb, conjunction, pronoun, Standard English, verb and ɔcabulary

Ask students to give the examples also.

Glossary of useful word: page 89

Distribute the books and ask Students to match up the definitions with the words in the word box and write them in the book only word box and write them in the book only.

Story writing review: page 91

- Teacher will ask Students to open page 91
- Teacher will read and explain all the steps of story writing and will tell Students that the three main points of a story are
  - Characters
  - Settings
  - Story-line
- Divide the class into three groups. Give the groups the following stories.
  - Group 1: Monster stories
  - Group 2: Space stories
  - Group 3: Animal stories
- Now ask students to write the sort of characters, settings and event you might find in them.
- Ask them to write on the blank pages.

L: 5

T:

Objective: The learners will be able to

- Know about the history of A. Qadeer Khan
- Know he is the great atomic scientist

Skill: Writing

Material: Picture of A. Qadeer Khan, class work copy

Procedure: Teacher will paste the picture of A. Qadeer Khan on the board and ask Students the following questions

- Who is this man?
- Why is he called a great scientist?
- What great job he has done for Pakistan?

Teacher will discuss and explain about his history with Students.

Written work: Essay

A GREAT SCIENTIST

Dr. Abdul Qadeer Khan is the greatest scientist of Pakistan. He was born in India 1947. He migrated to Pakistan. He completed his early education in Karachi. He was a brilliant student. He always got a good position in every examination. He went abroad for higher education. He worked very hard and did his best in chemistry. He was very interested in atomic research.

When he came to Pakistan. He told the government about his mission. The government of Pakistan provided him required assistance. He worked day and night. At last he succeeded in his mission. He proved himself as an atomic scientist. He is the founder of atom bomb and so many missiles. He is called the greatest hero of Pakistan. The Pakistani nation is proud of him. He lives in the heart of every Pakistani. May God give him chance to score Pakistan much more and the most.

Level: 5 Term: 4 Week: 8 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- use the verbs in past form, positive and negative.
- differentiate between **regular and irregular verbs.**

2. Function: Talking and writing about past events.

3. Activity: Structure exercises

4. Material: Worksheets (2)

5. Procedure:

a. Talk about verbs, used in past events. Write examples and explain the difference.

Verb	Regular	Irregular
Do	_____	did
Go	_____	went
See	_____	saw
Play	played	_____
Call	called	_____

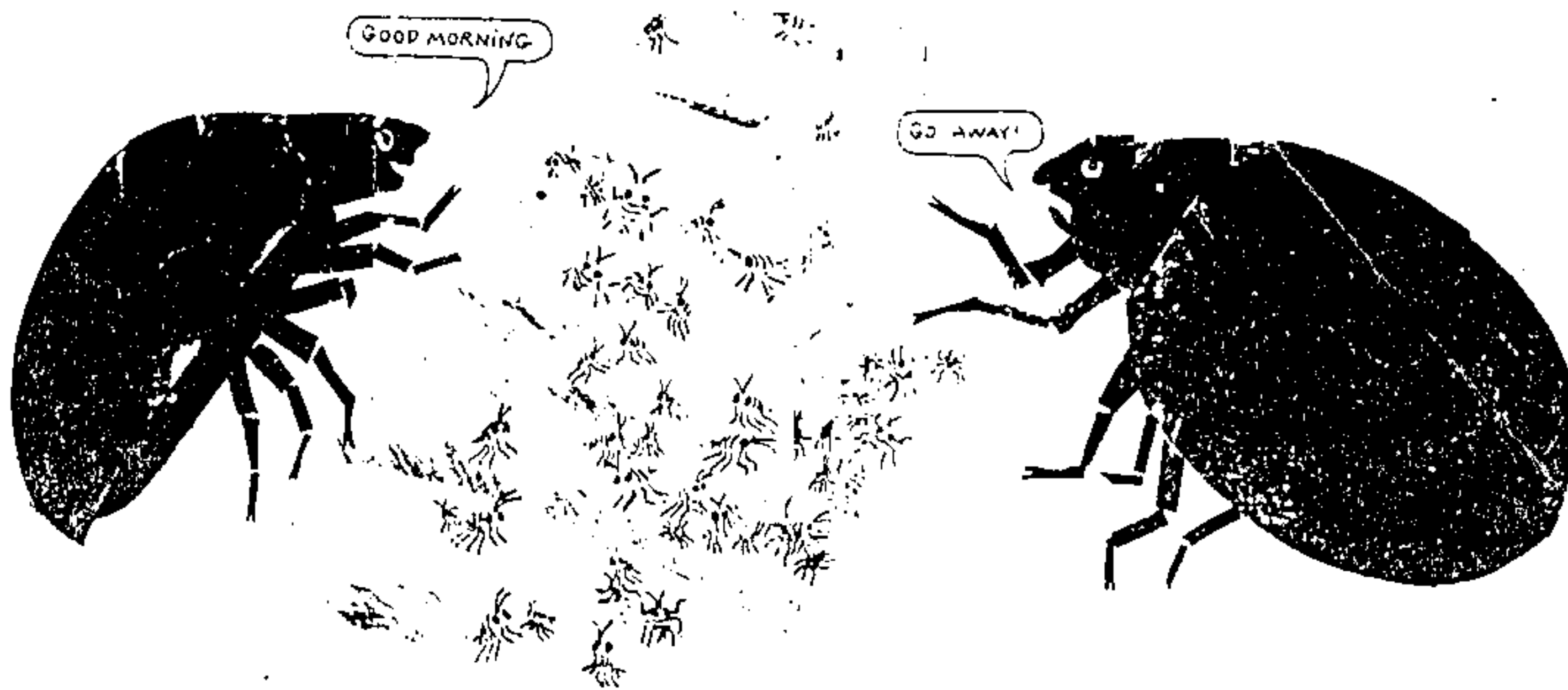
b. **Worksheet (pair work)**

Task 1. Explain the task. Help them in vocabulary.

Task 2.
- Write the short forms of negative verbs in past on the board and give them practice in saying and writing was ----- wasn't , did --------didn't.
- Do the exercise orally with your students and later ask them to do on the worksheets.

6. Follow up:

Write the story of Braille in your own words.

Level: 4 Term: 4 Week: 6 Day: 2	Worksheet	date

Task 1: Put these words in their proper places.

Aphids, Ladybug, Fireflies

- __________is a small insects which has hard wings. The wings help in flying. Its wing's colour is reddish brown or yellow and it has black spot on them.
- _________ is a very small insect. It's like a fly and is green in colour.
- _________are insects which can fly. They usually appear in moonlight and they shine like stars.

'ask 2: Which word is suitable for these gaps.

The friendly ladybug,
the grouchy Ladybug.

- ________________ always makes complaints. She is

  never happy. she always remains in a cross mood.
- ______________ always speaks softly. It looks very

  loving and friendly.

4
4
5

Lesson Plan

nent:

Put a circle in the right box.

We must not look after animals. **[T/F]**

Wheat and rice are grain. **[T/F]**

: Underline the adverbs:

The girl ran home quickly.

The stray dog barked loudly.

3: Fill the gaps with proper prepositions.

Behind, into, above

- He jumps ______ the well.
- Cat hides ______ the cub-board.

Task 4: Write the answers:

- Who ordered Aslan to be shorn?
- ______________________________.
- How did crowd treat Aslan?
- ______________________________.

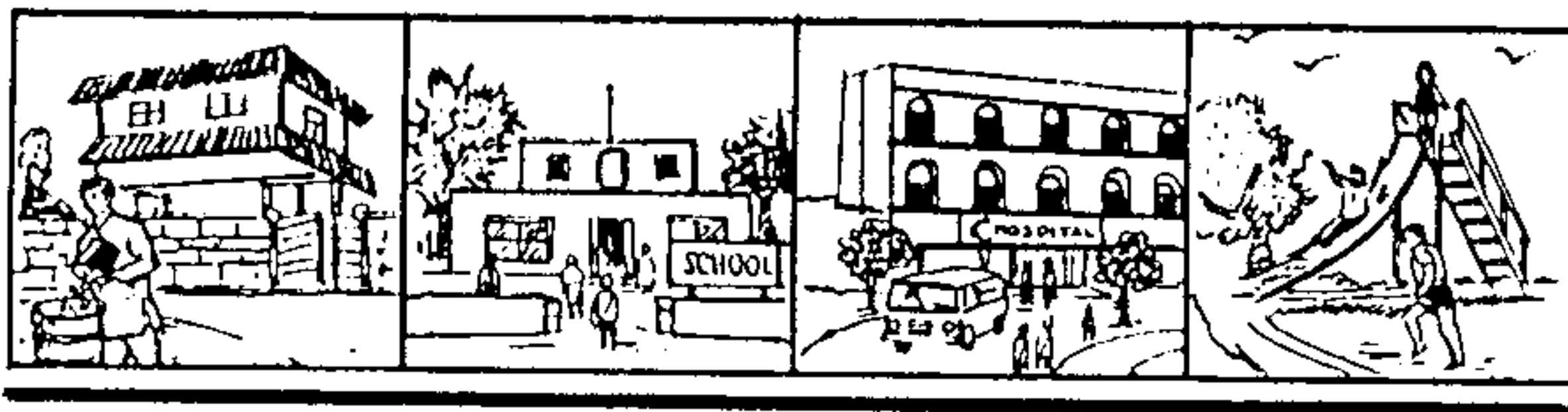
Level: 4	
Term: 4	Text Page
Week: 6	
Day: 4	

OUR EARTH

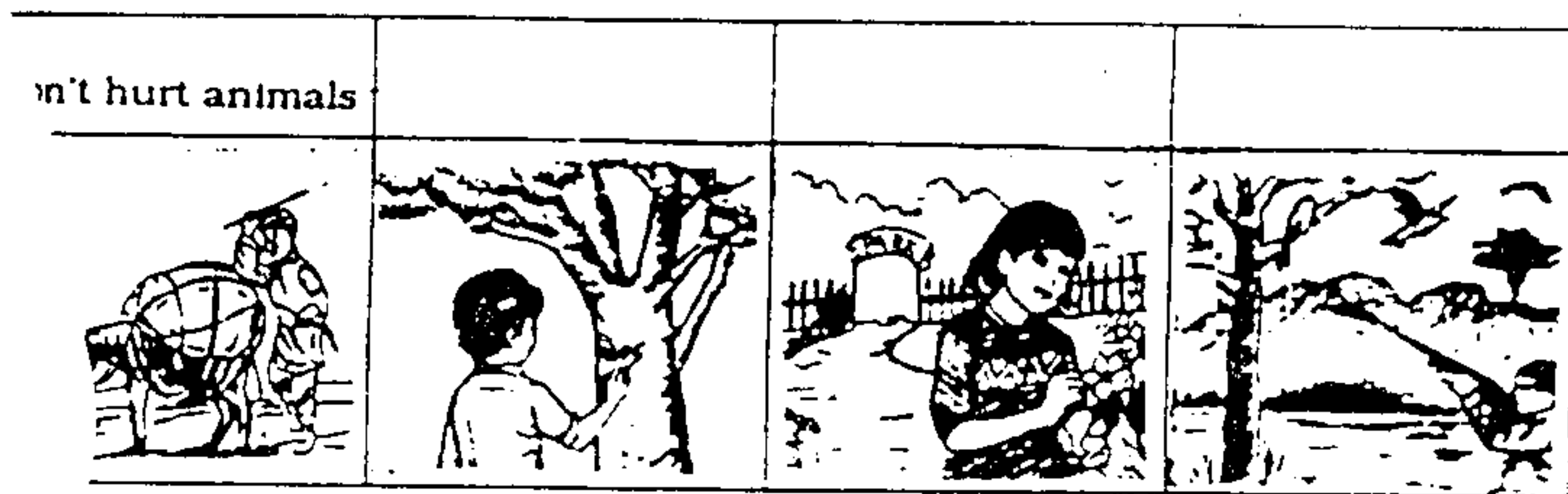
We live on this beautiful earth. Before us our great grand fathers lived here. After us, other people will live on it. So it is our duty to take good care of our planet earth. We can do this in two ways: First, we should know about our surroundings and take good care of animals, plants and places that are around us. Secondly, we should be friendly and helpful to all the people, so that we can live happily.

Here are a few things that you can do to make earth a good place to live on:

1- Keep the area around your house and school clean.
2- Throw all litter, especially plastic bags and bottles, in dustbins.
3- Don't hurt birds and animals, on the beach, in the forest or in any other place.
4- Don't pluck leaves and flowers.
5- Keep a bowl of water and some grain for the birds around you.
6- Smile and greet everyone you meet.
7- Help old people in every way you can, (for example) help them cross the road.
8- Take care of disabled people.
9- Take interest in all things around you.
10- Draw a map of your area showing important public places such as hospitals, public call office, parks, metalled and unmetalled roads and tell everyone to keep them clean.

Let us all try our best to save the world for tomorrow in a good condition.

Level: 4 Term: 4 Week: 6 Day: 4	Worksheet	Date

Task 1: What will you say to these people? Use Do or Don't for your sentences.

n't hurt animals			

Task 2: Put a tick ✓ in the right box:

	T	F
1. We should be nice to everyone.		
2. We must not look after animals and birds.		
3. We must not quarrel with anyone.		
4. Litter mean things that you throw away.		
5. Wheat and rice are grains.		

D. 4
L. 4
T. 4.

Task 3: Read again and choose the meaning.

1. Surroundings means:

    a. conditions in which we live
    b. world or country in which we live
    c. a house or a hut in which we live

2. Pluck means to:

    a. break a thing
    b. remove a thing from a place
    c. pull or pick a flower or fruit

3. Litter means things which are:

    a. left over
    b. of no use
    c. to be thrown away

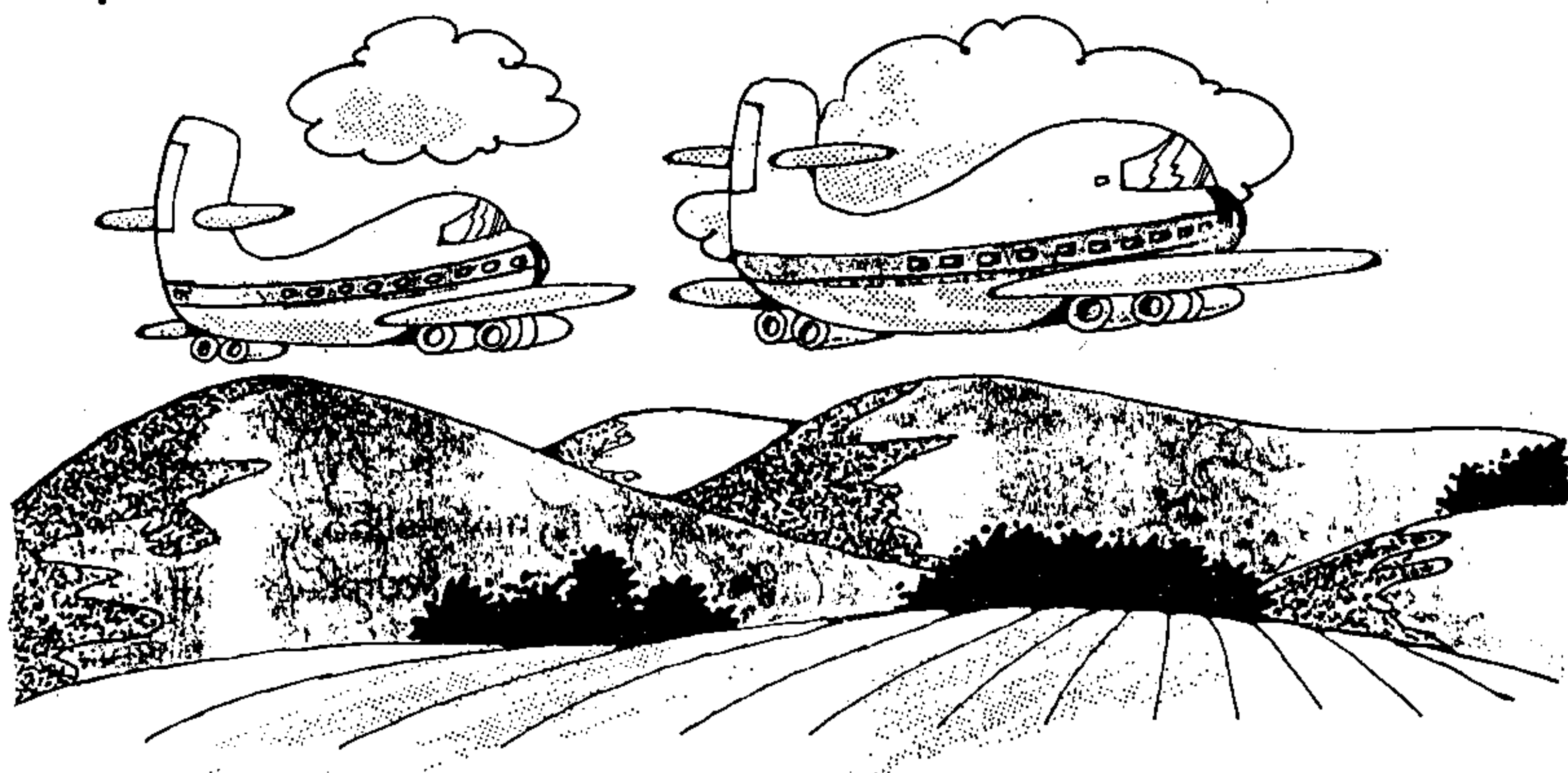
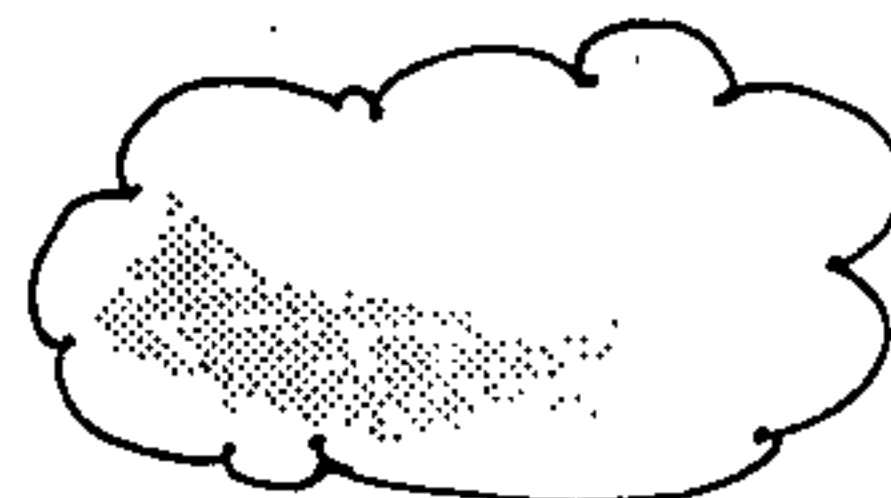
Task 4: How can we save the world for tomorrow?
Write five things which you think are important.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

Level: 4 Term: 4 Week: 7 Day: 4	Worksheet No. 1	Communication

pl as in plug

Aeroplanes

Aeroplanes aeroplanes all in a row
Flying to places I plan to go
Over the plain, mountains and sea
Aeroplanes, aeroplanes please take me

Word Meanings

Answer the questions.

1 How many aeroplanes are in the picture?
  There are ______________

2 Where are the aeroplanes flying over?
  They are flying over the ____________, ____________ and ____________.

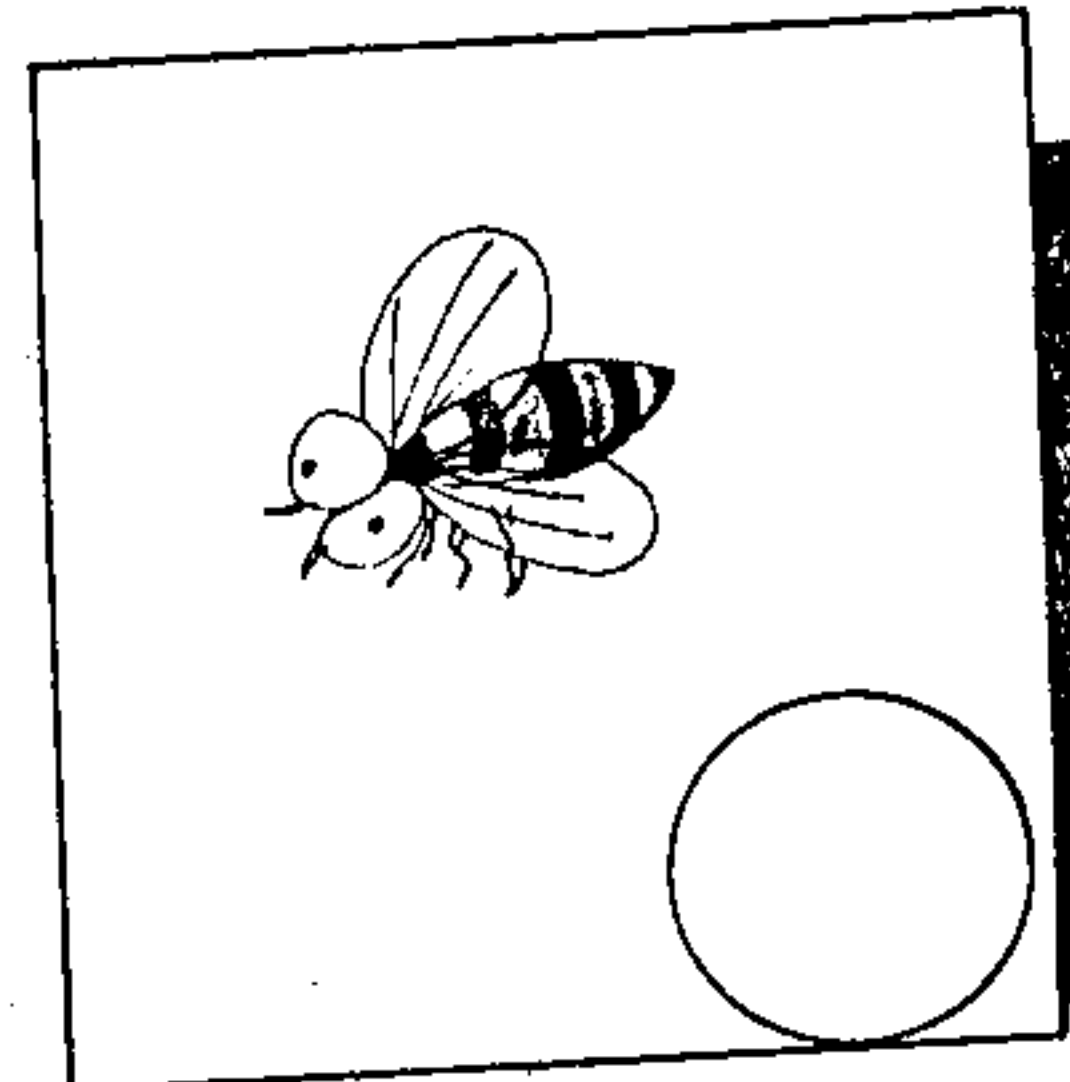
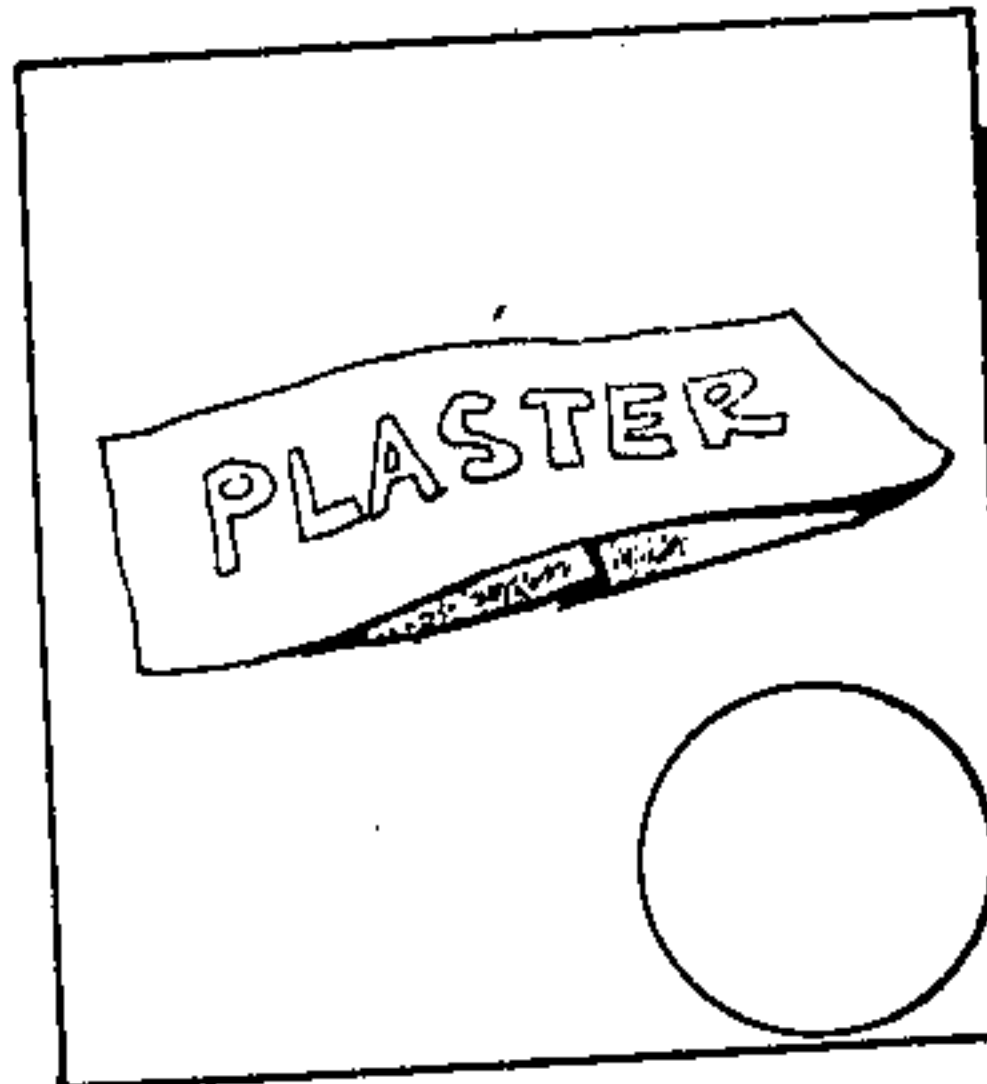
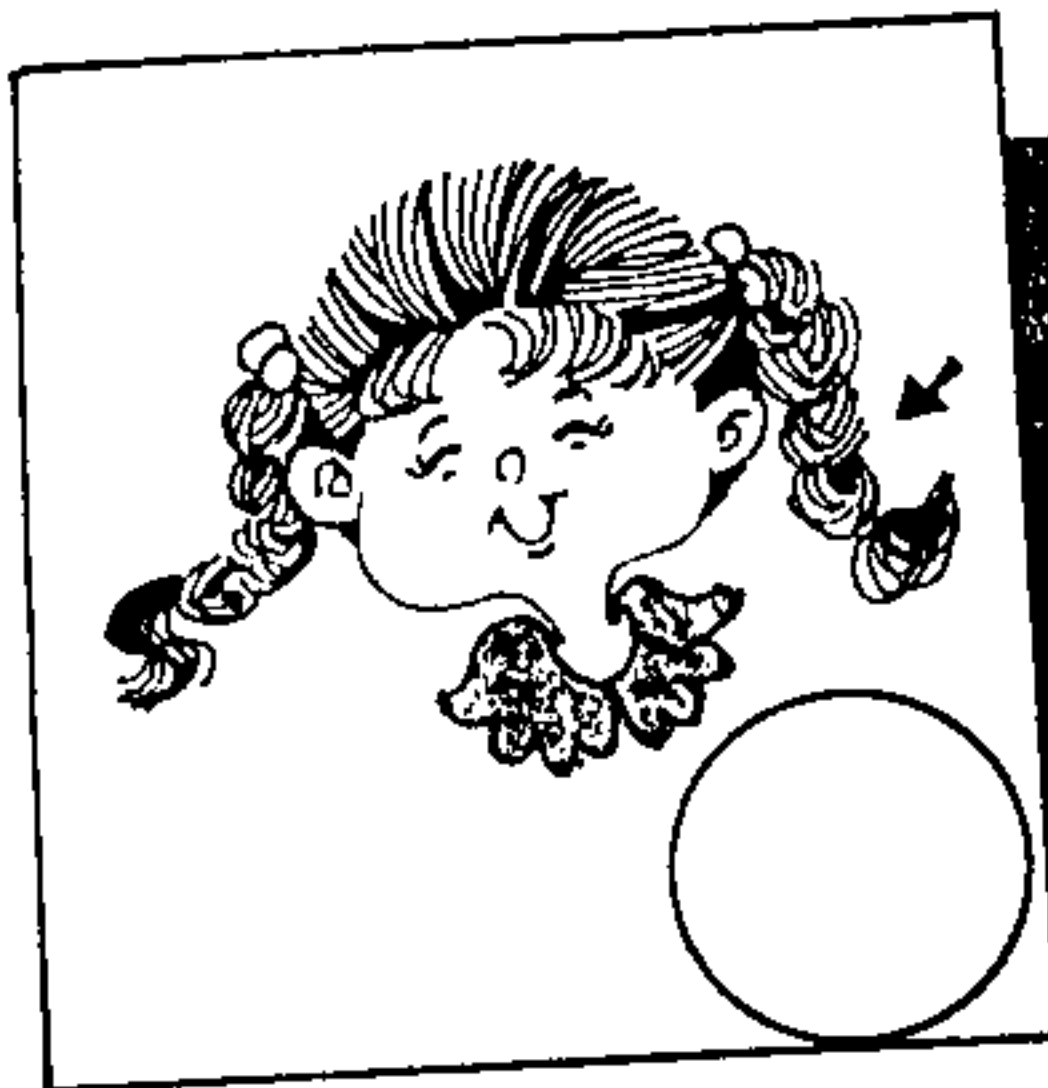
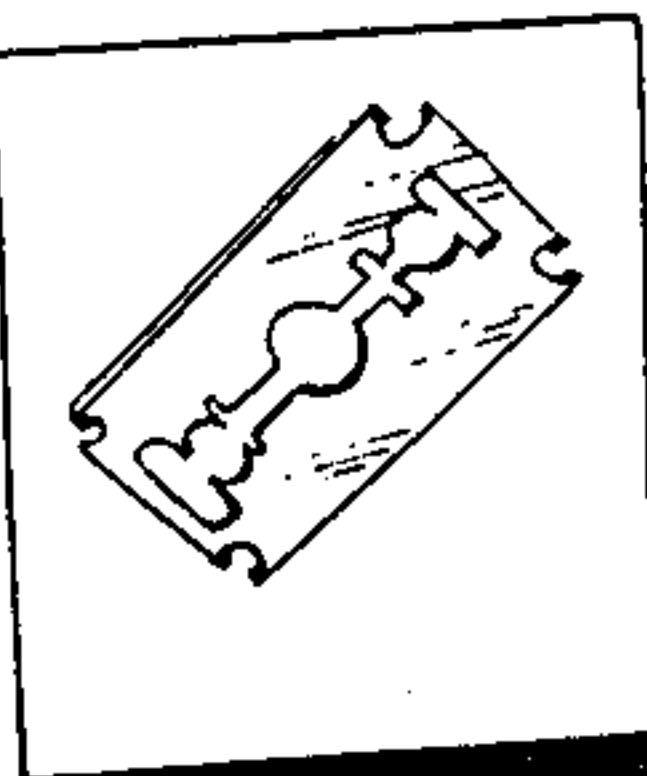
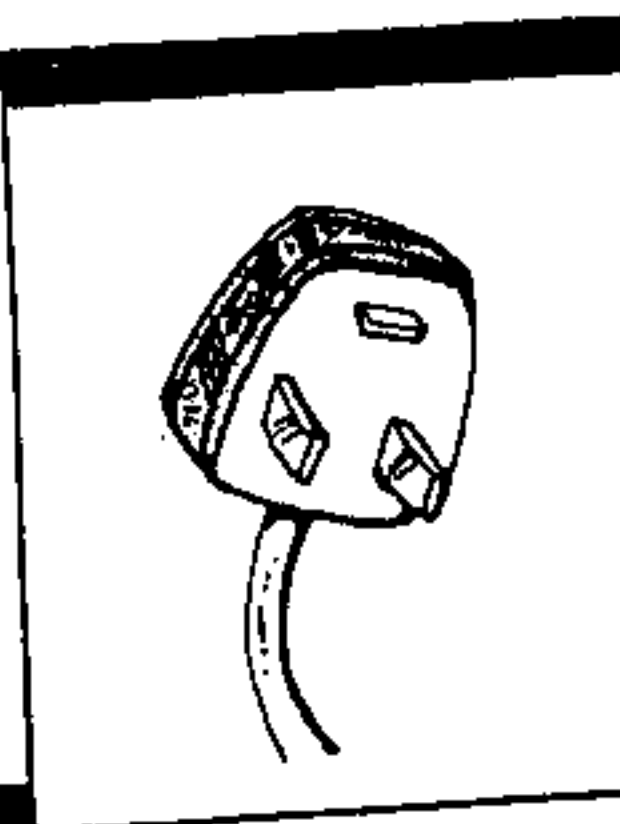
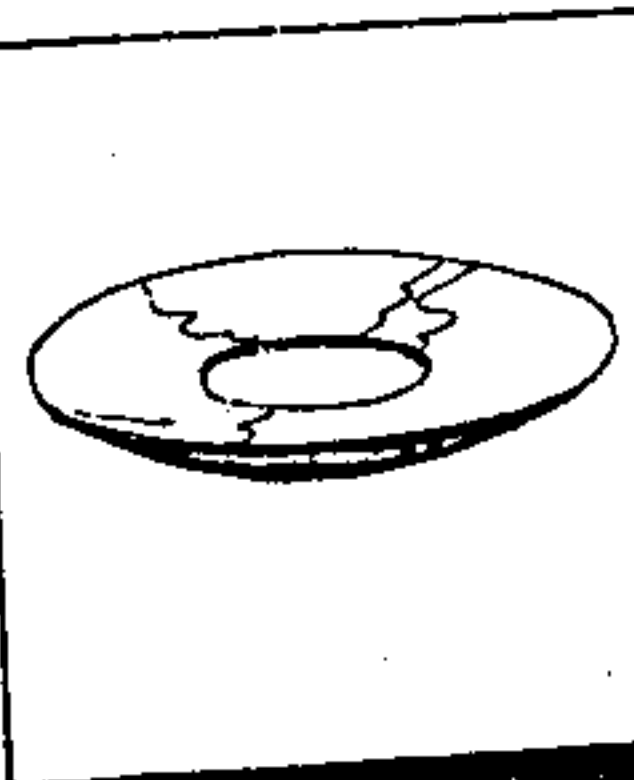
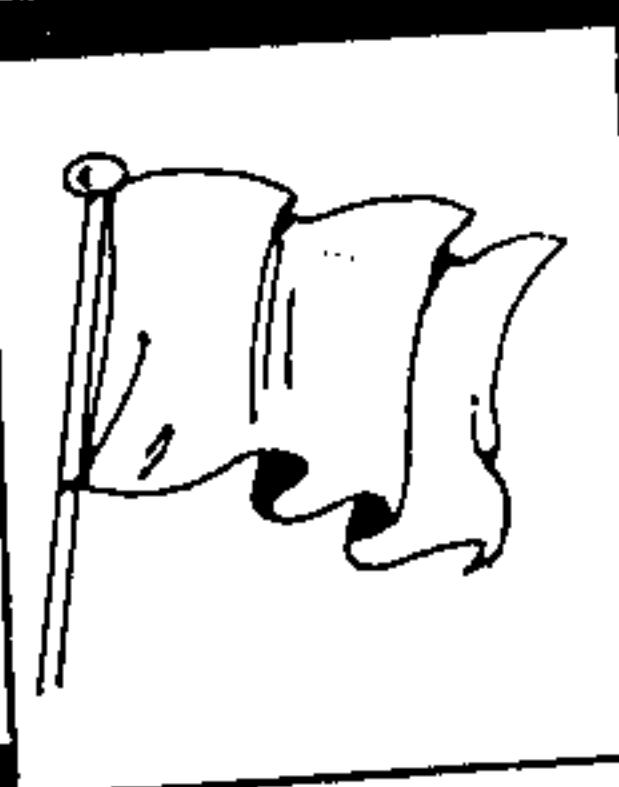
3 How can you get to far away places?
  I can go to far away places by ____________.

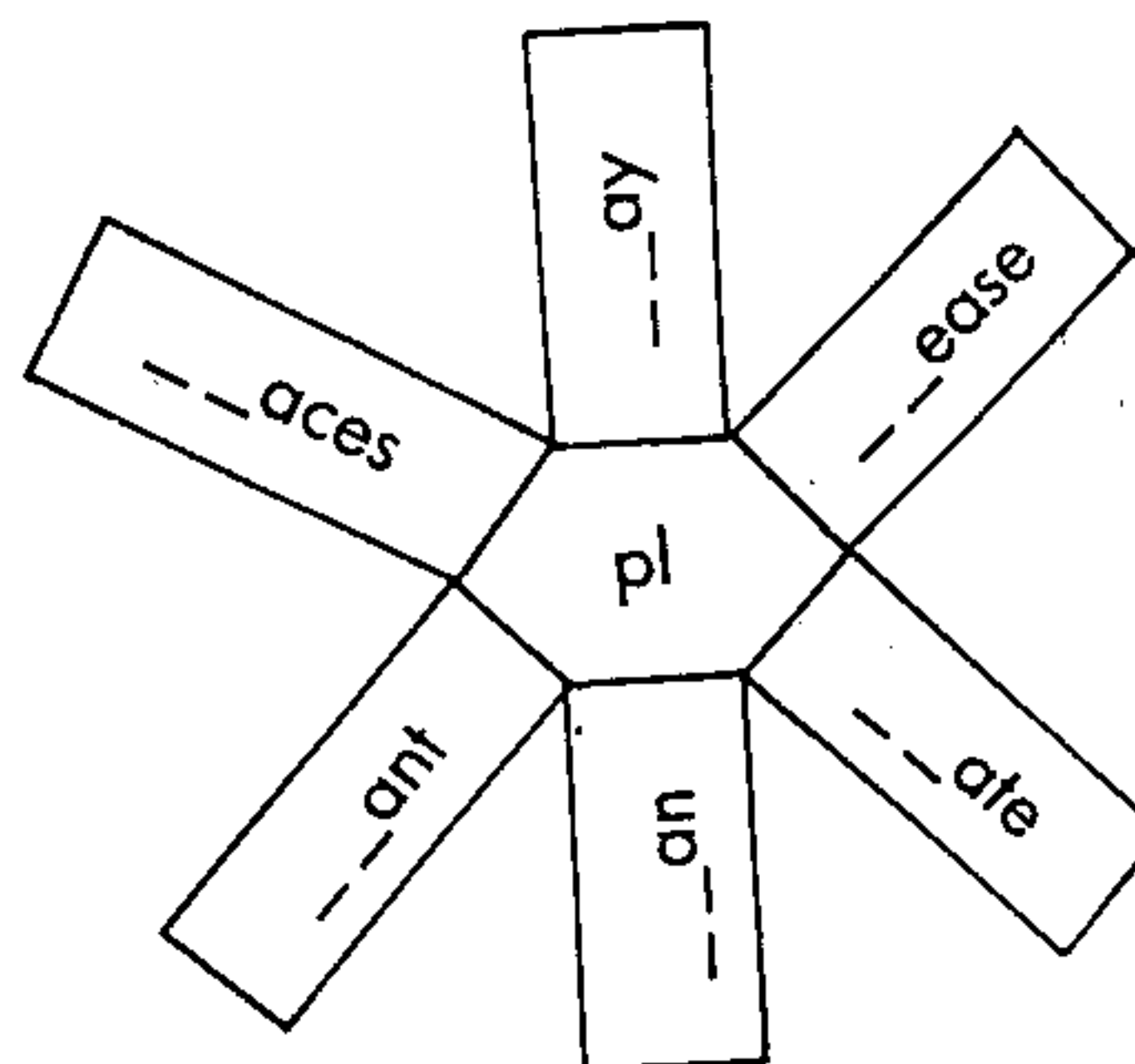
4 Where can we 'see' aeroplanes? (Answer orally)

5 Have you travelled by aeroplanes? (Answer orally)

D.4

honics and Ear Training

Say the names of the pictures.
Which words have the 'pl' sound? Put a tick (✓) under the correct picture.

B Write the correct word under each picture: plate, flag, plant, plate, plug, blade. Say the words with the 'pl' sound.

C Make words beginning with 'pl' and read them.

1 please
2 ________
3 ________
4 ________
5 ________
6 ________

Level: 4
Term: 4
Week: 7
Day: 2

Worksheet

date

Task 1: Match the country with its nationality and its language.

Country	*Nationality*	*Language*
England	Italian	English
Japan	Australian	Thai
China	Canadian	Persian
Russia	Saudi	Russian
America	Iranian	Chinese
Canada	Thai	French
Italy	Japanese	Arabic
Iran	English	Japanese
Saudia	Russian	Italian
Australia	America	Italian
Thailand	Chinese	

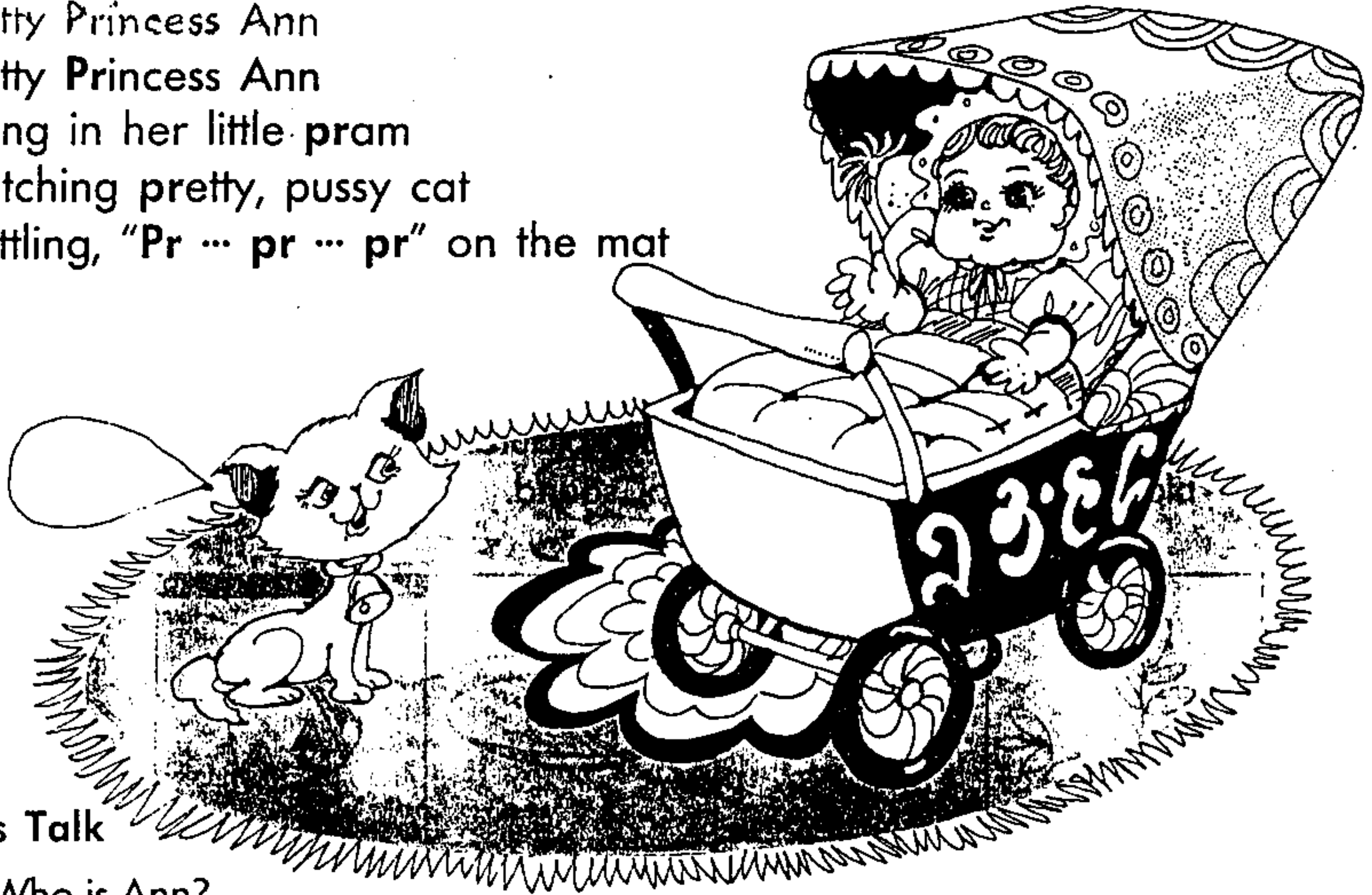
Task 2: Complete the sentences, taking words form the list above.

- Ahmad is a Canadian. He comes from Canada.
- Rizi is ____________. He comes from Iran.
- Aisha is a Saudi, he comes form ______________.
- Mark is __________, he comes form Russia.
- Su Rong is a Thai, he comes from ____________.
- Chu Men is a Chinese, he speaks ____________.
- Carlos is ___________, he ____________Italian.
- James is an Australian, he speaks____________.
- Geroge is an American, he speaks ____________.

Level: 4 Term: 4 Week: 8 Day: 1	Worksheet No. 1	Communicatior

pr as in prawn

retty Princess Ann

Pretty Princess Ann
Sitting in her little pram
Watching pretty, pussy cat
Prattling, "Pr ··· pr ··· pr" on the mat

Let's Talk

1 Who is Ann?
2 What is the meaning of 'princess'?
3 Where is Princess Ann sitting?
4 What is she watching?
5 What does pussy cat say?
6 Where is pussy cat?

Word Meanings

Fill in the blank with the correct word.

pram   pretty   princess   pray

1 Ann is a pr____________.
2 She is sitting in her pr____________.
3 Pr____________ pussy cat is on the mat.

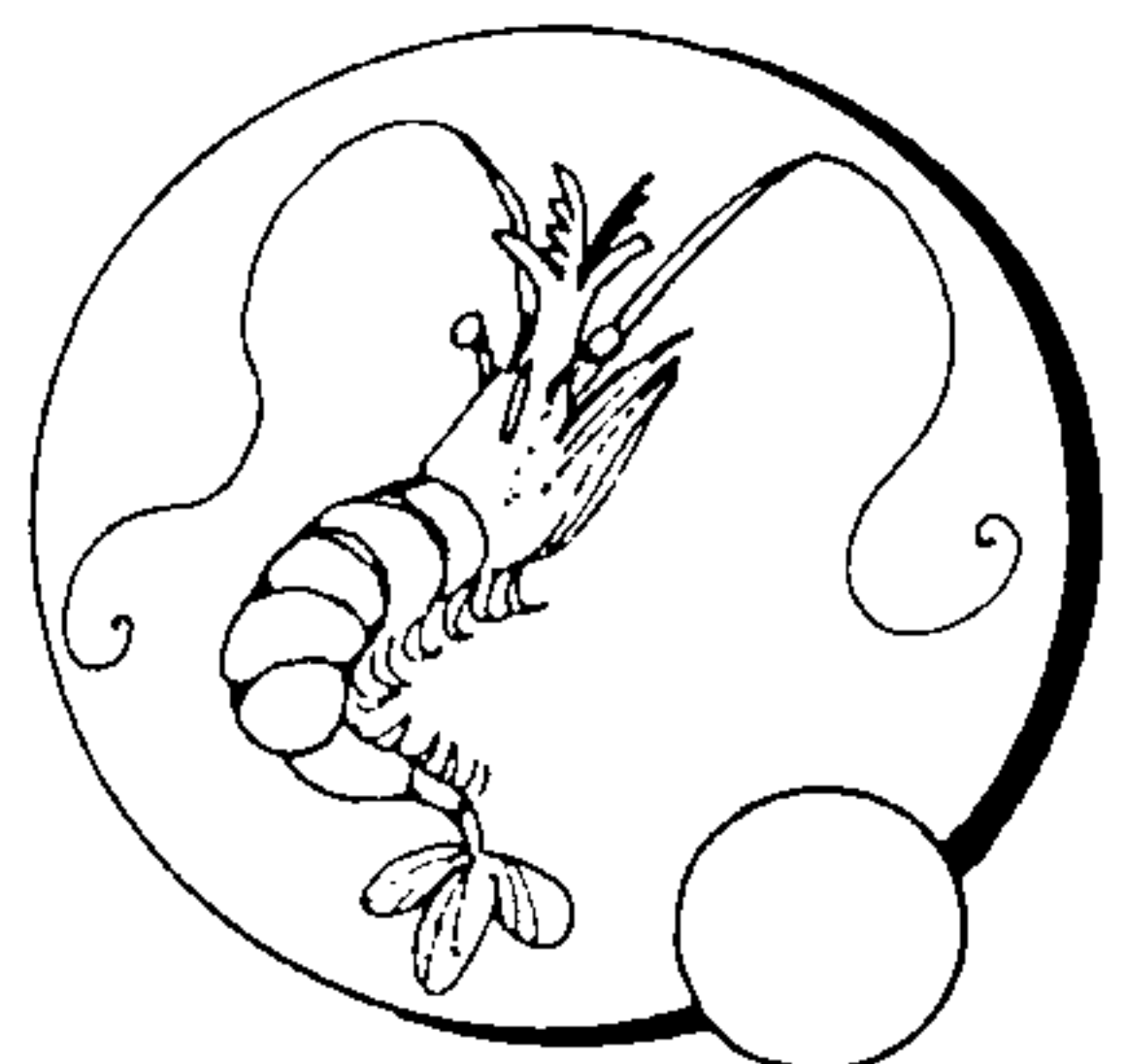
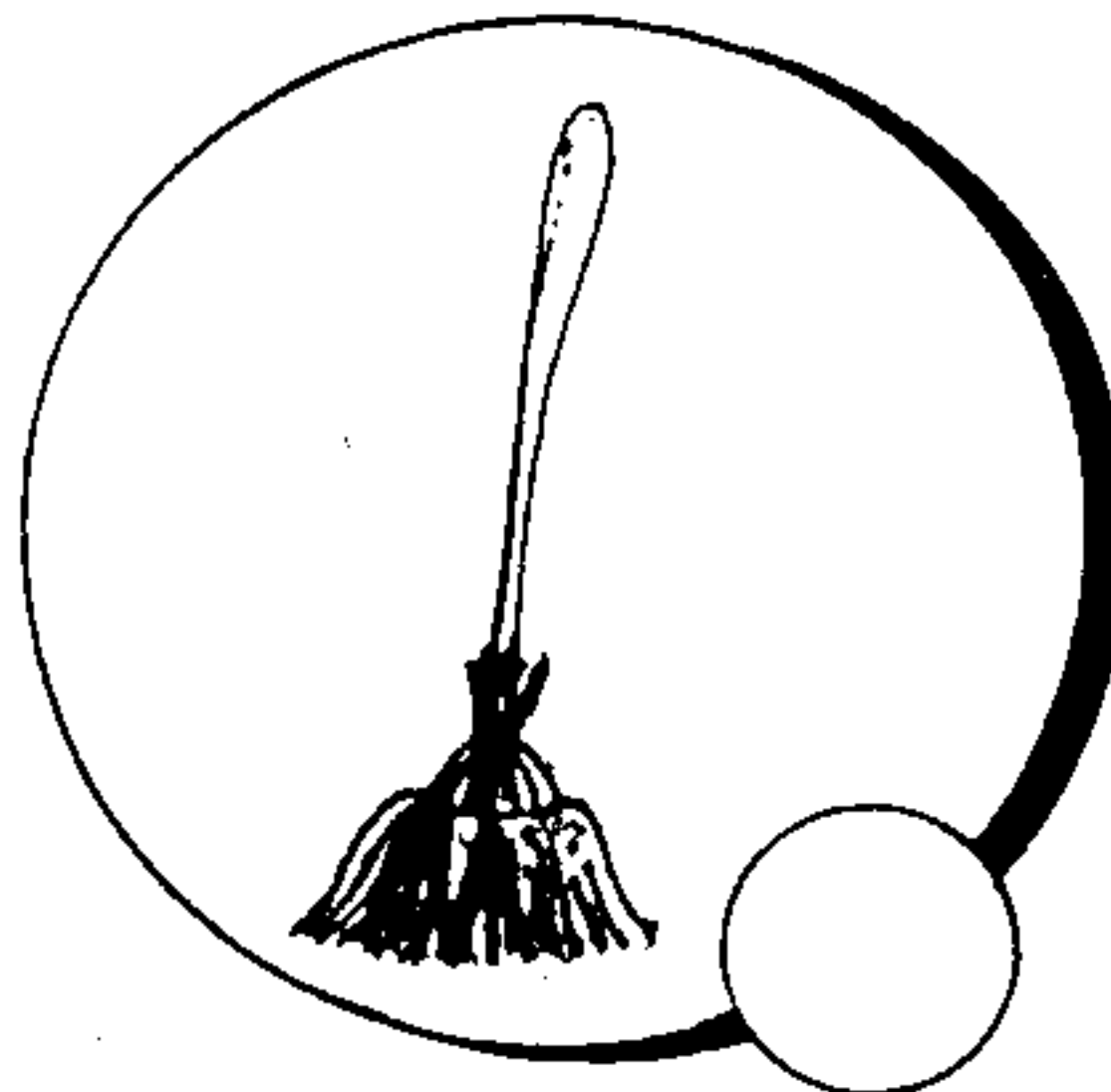
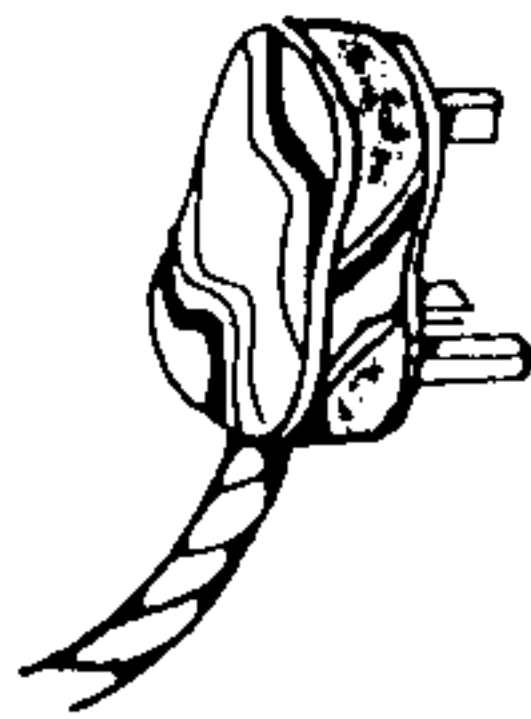
W-8
D-1

Phonics and Ear Training

A Read the words in each box.

Circle the words with the 'pr' sound and read them aloud.

play plug pretty	prawn please pray	prizes plate plant	place principal plate	plums prince price

B Which word does not have the 'pr' sound? Put a tick (✓) under the correct picture.

C Say the names of the pictures.
Circle the pictures with the 'pr' sound.

D Read the sentence. Circle the words that have the 'pr' sound.

Pretty Princess Ann is sitting in her little pram.

Level: 4
Term: 4
Week: 8
Day: 3

Worksheet

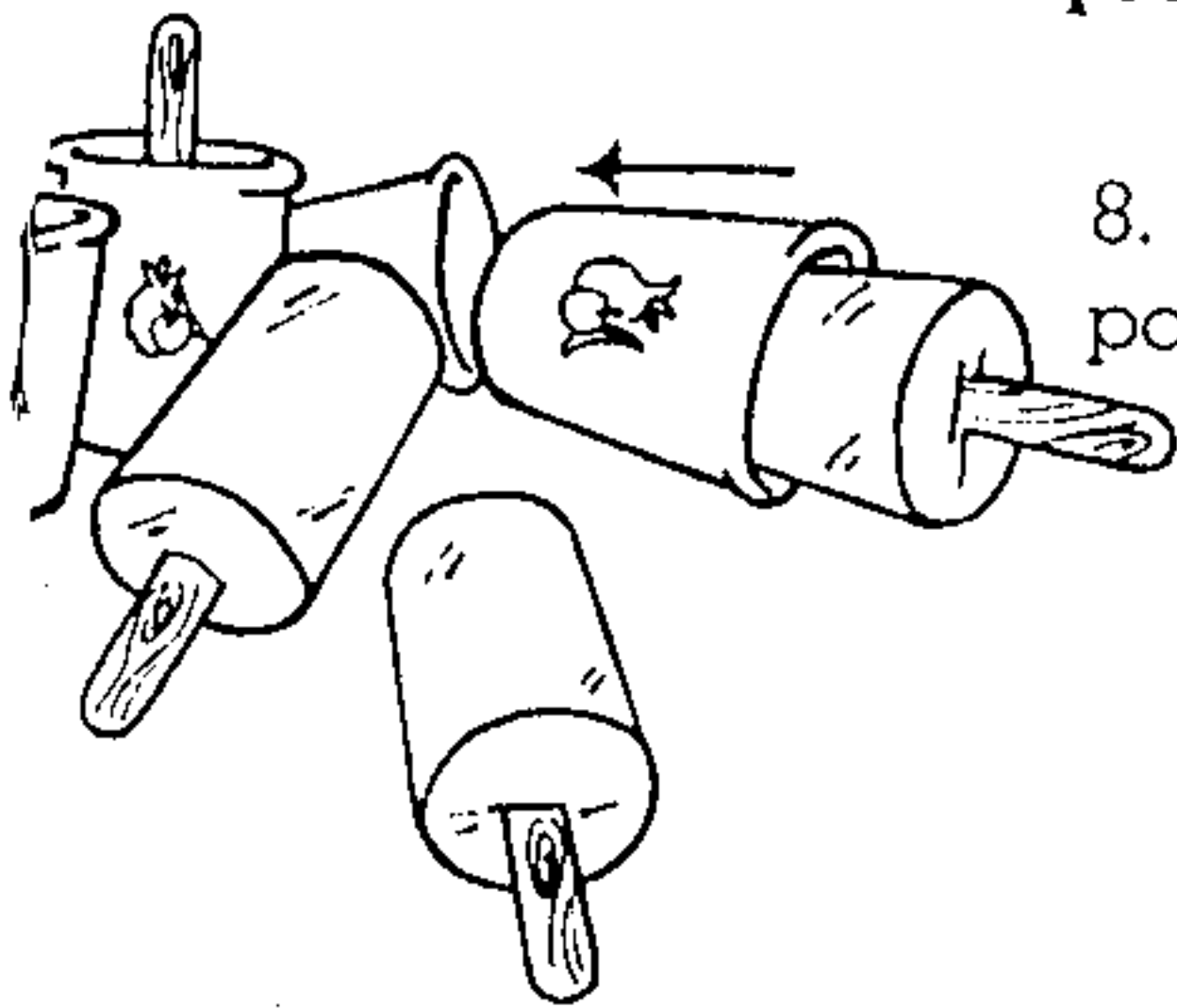
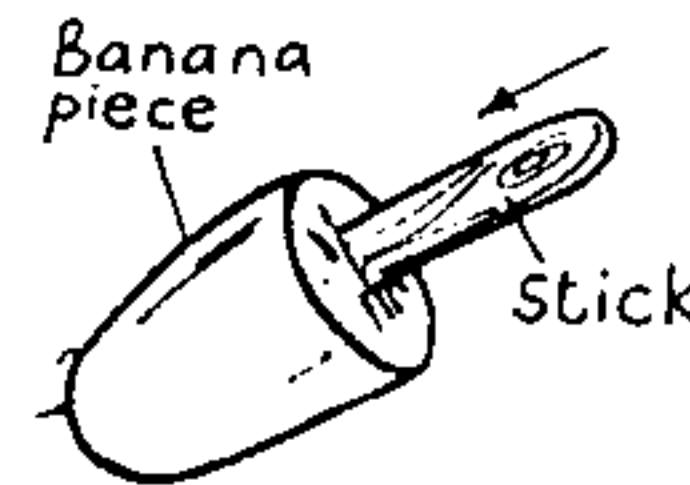
Date

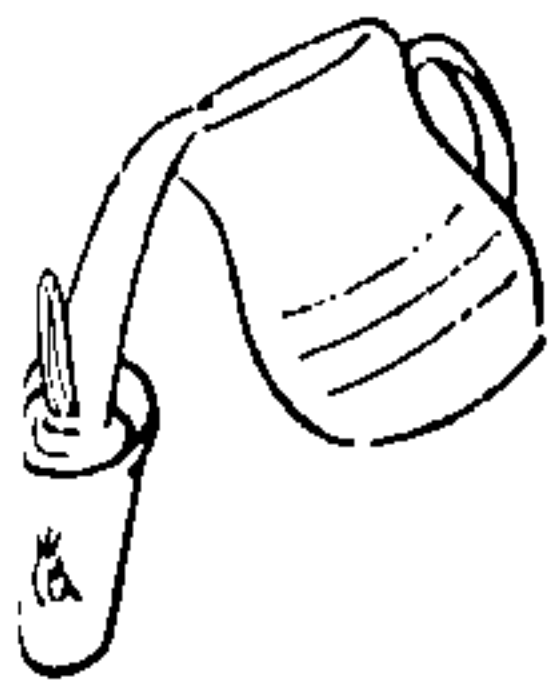
A Recipe for Banana Pops

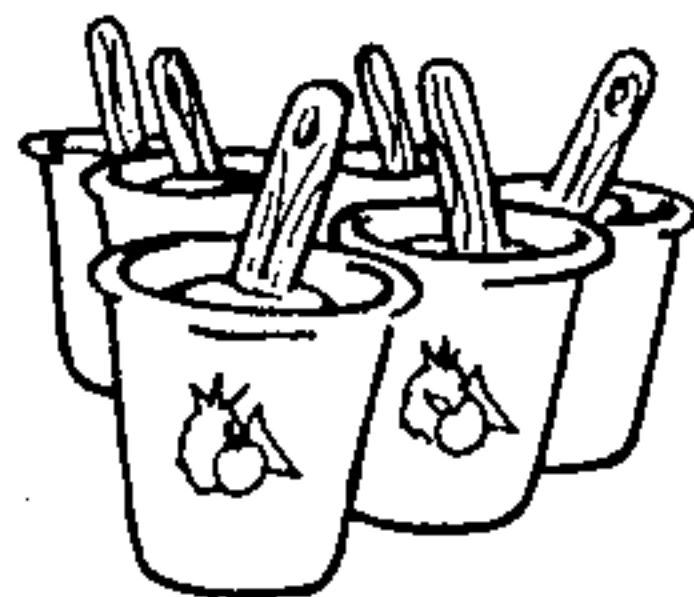
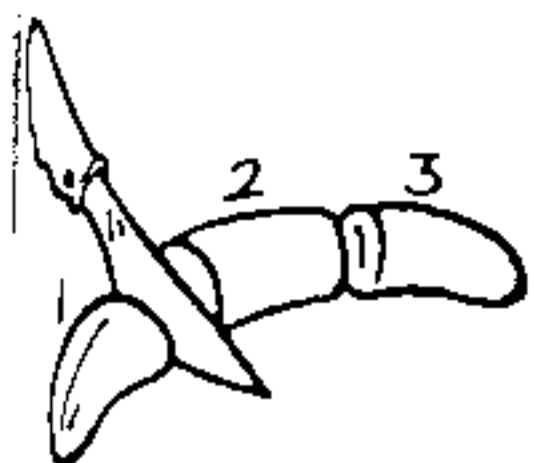
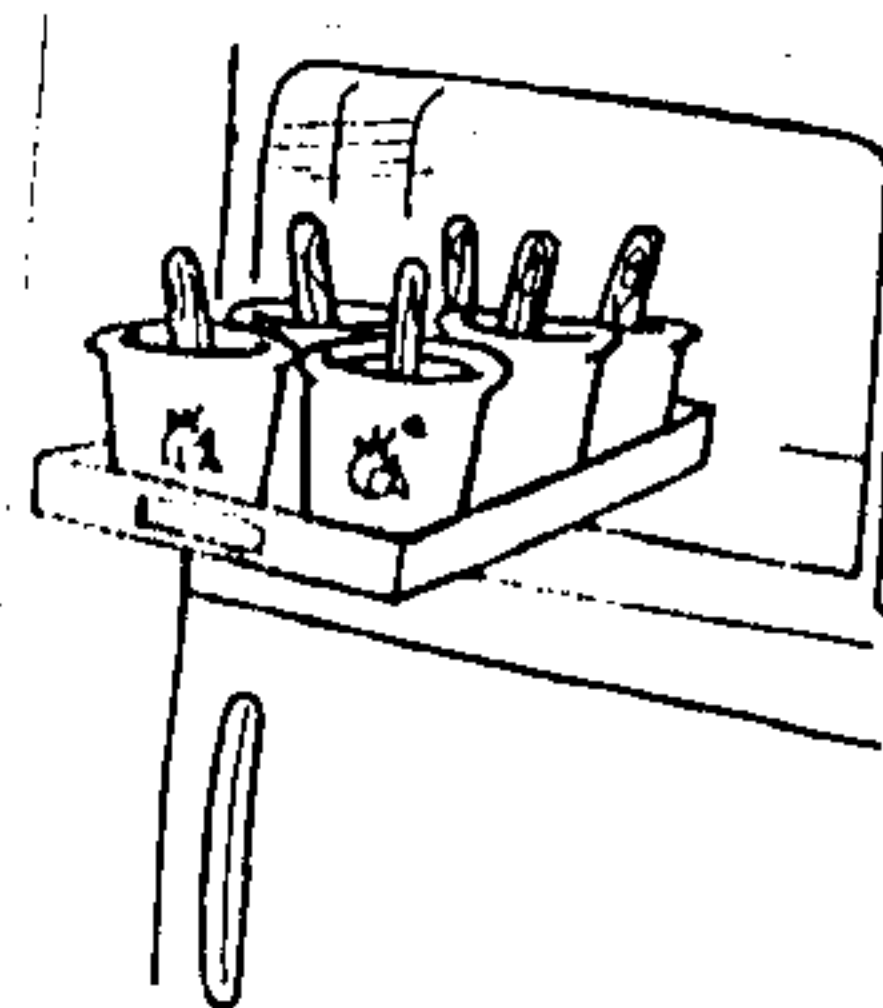
Task 1: **Read only .**

Material Required

2 large bananas ,	orange Juice ,	knife ,	tray
6 paper cups,	6 wooden sticks ,	chopping board	

Task 2: **Following steps help you to prepare Banana Pops. But they are in mixed order. Read the instructions and write numbers on the steps in the order you want to make Banana Pops.**

8. When set, remove the paper cups.

3. Gently push a stick into each piece of banana.

Wash your hands.
1. Peel the bananas.

5. Pour in orange juice so that it covers the banana.

6. Divide the juice among the 6 cups.

4. Place each piece of banana into a cup.

2. Cut each banana into 3 pieces.

7. Put the six cups into the freezer until set.

D·3·

Task 3: **Pick up the instruction from the Task 1 and write a correct recipe.**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Task 4: **Rewrite the above sentences in a form of a paragraph. Use the following connectives.**

first of all, Then, After that, In the last,

________________________ ***(Heading)***

X____

____

____

____

____

____

____**X**

Level 4
Term 4
Week 8
Day 5

Lesson Plan

Assessment:

Task 1: Make words with 'pl'

________, ________, ________, ________.

Task 2: Complete these 'analogies'

- _______ are to birds, as scales are to fish.
- Hear is to ear, as ________ is to eyes.

Task 3: Use prefixes 'en' or 'ex'

- ________ courage
- ________ pect
- ________ rich
- ________ claim

Task 4: Choose correct option:

Wriggled, hop waddle

- The worm _______ through the grass.
- The duck _______ across the lane.

Task 5: Match column 'A' with column 'B'

Column A	**Column B**
Deer	Lamb
Goose	fawn
Horse	gosling
Sheep	foal